

# NEW YORK SCHOOL JOURNAL

## AND

### EDUCATIONAL NEWS.

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#### THE CENTENNIAL EXHIBITION.

We present this week two views of the buildings for the CENTENNIAL. We know the teachers will thank us for giving them all available information on this absorbing subject. There will be no Americans abroad next year.

On this page will be found a view of the main building of the International Exhibition. The building extends east and west 1876 feet and is 464 feet in width.

The main portal on the north side communicates directly with the Art Gallery, and the main portal on the west side gives the main passage way to the Machinery and Agricultural Halls. At the corners of the building are four towers, 75 feet in height, while to obtain a central feature for the building as a whole, the roof over the central part, for 134 feet square, is raised above the surrounding portion, and four towers, 48 feet square, rising 120 feet, are introduced at the corners of this elevated roof. The area covered is 20.02 acres.

##### ART GALLERY.

The Art Gallery, or Memorial Hall, erected at the expense of the State of Pennsylvania and city of Philadelphia, is located on a line parallel with and northward of the Main Building. It is 365 feet long, 210 feet in width, 59 feet in height.

##### MACHINERY HALL.

This hall is located west of the intersection of Belmont and Elm avenues 542 feet from the west front of the main building, the north front being on the same line, thus presenting with it a frontage of 3,824 feet from east to west, upon the principal avenue within the grounds.

The main hall is 360 feet wide by 1,402 feet long, with an annex on the south side 208 feet by 210 feet; the areas of hall and annex is 558,440 square feet or 12.82 acres.

##### HORTICULTURAL HALL.

The Horticultural Hall will doubtless be one of the main

features, and for the accommodation of the lovers of nature and her works, a splendid building is to be constructed. The total length as shown on the ground plan is 350 feet, width 160 feet, height 172 feet. The central portion will be occupied by the Grand Conservatory, 230 feet by 80 feet, and between this and the outer frame will be the warm and cold houses, four in number, 100 feet by 30 feet. At one end will be a restaurant, 80 feet by 30 feet; at one of the corners, is a gentlemen's saloon, 40 feet by 40 feet; at the opposite corner a lady's saloon, 40 feet by 40, while on the other end and corresponding are the offices of the Hall, of similar dimension.

##### AGRICULTURAL HALL.

stands north of the Horticultural Building and consists of a nave and three transepts. The nave is 820 feet in length, 125 feet in width, with a height of 75 feet from the floor to the point of the arch. The ground-floor is parallelogram 540 feet by 820 feet covering a space of about 10 acres. Near the hall will be the stock-yards, etc.

The contract price for the buildings with the name of the contractors is as follows:

Main Buildings (R. J. Dobbins, Phila.).	\$1,420,000
Art Gallery " " " "	1,199,273
Horticultural Hall (John Rice, " )	246,937
Machinery Hall (Philip Quigley, Del.)	542,300
Agricultural Hall " " " "	196,240

Total.....\$3,704,750

There is to be a building also for the women's Department which is to cost about \$30,000.

##### THE EXHIBITION GROUNDS.

The grounds of this Exhibition are larger and better adapted for the purpose in every particular than those of any former one.

The great Park of Philadelphia on which the buildings are located embraces 3,000 acres of ground, lying along the

western border of the city. The magnificent tract of land is watered by a broad river, The whole tract, land and river, being in the exclusive control of the Park and Centennial Commission.

To the citizens of the Republic, and no less to strangers, the historic connections of the grounds lend their great interest. They have been the resort of the most prominent men of the Revolution; they were the scene of one of the most skillful of Lafayette's actions in the Revolution, and had their share in the battle of Germantown. The mansions in which Baron Steuben, the organizer of the Revolutionary army, and Judge Peters, its Secretary of War, lived are still in perfect preservation.

The buildings are situated on the southwestern border of the river, a reservation exclusively for Exhibition purposes of 450 acres.

First in the foreground rise the long glass and iron walls of the Main Exhibition Building and the Machinery Hall—4,000 feet of an almost continuous line of building. Next, the Art Gallery, displaying its doorways of bronze and open arcades and emblematic eagles, crowned with its dome and colossal figure of America.

A stream glistens beyond, shadowed with lofty forest trees. On its further side, bold and clear in the sunlight, the Grand Conservatory rises, overlooking from its tropic palms and orangeries the green meadows where the Schuylkill undulates through banks of flowers. Back from these, beyond a grove of cedars in harmony with its Gothic character, is the Building for Agriculture, having for its background the high hills memorable from the Revolution.

##### CENTENNIAL ITEMS.

Matthews the soda-water man has purchased for \$45,000 the privilege of dispensing drinks in the buildings.

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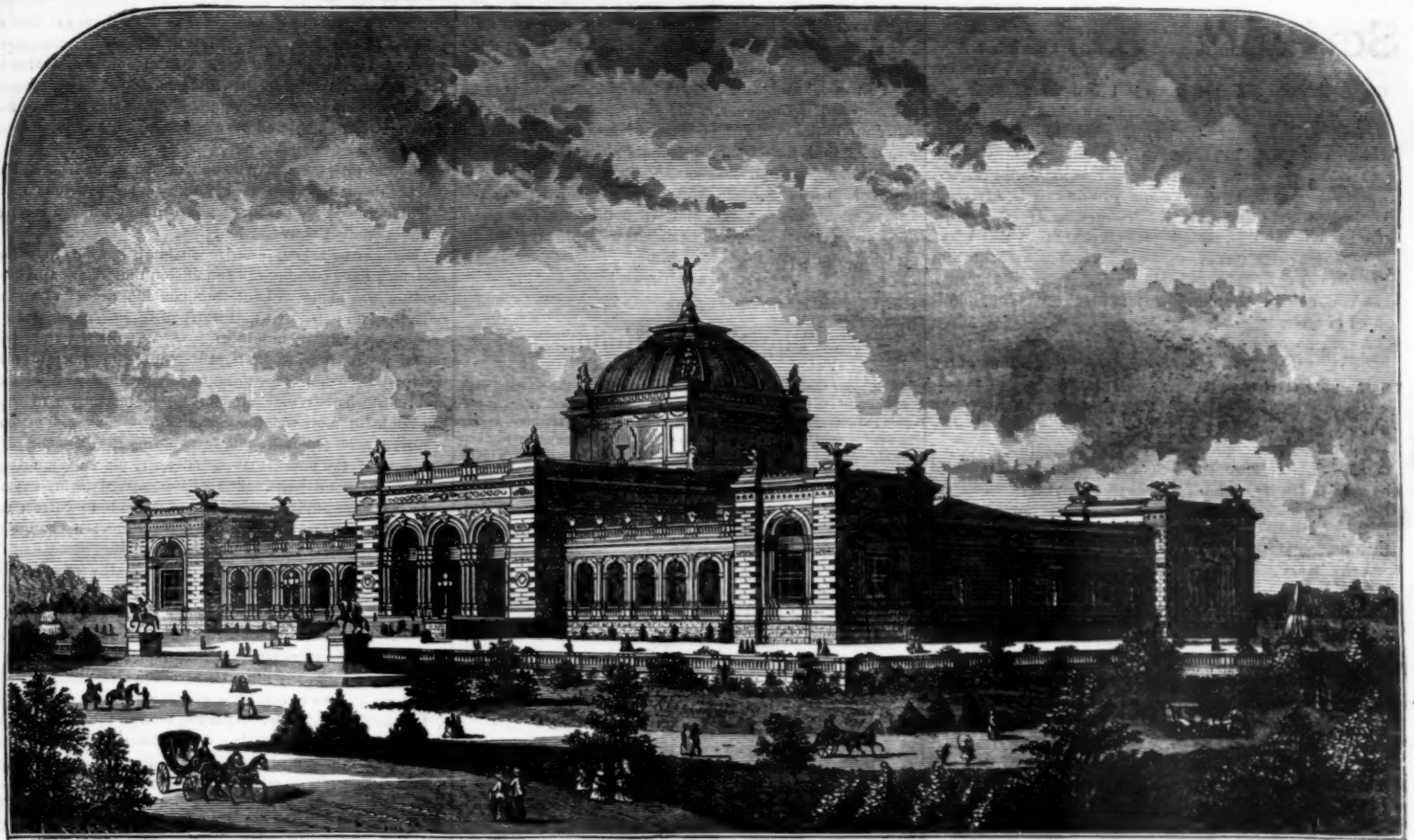
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ALTHOUGH the younger and the bolder villain slept through the night following the commission of his latest and worse crime, his accomplice, hardened as he had been by years of wickedness, was unable sufficiently to stifle his conscience and his fears to allow him to get the repose which he stood so much in need of. When Heath retired to rest, Captain Studley once more took up his position by his daughter's bedside, where he remained, vainly endeavoring to compose himself to slumber; now succeeding so far as to drop off into a state almost of forgetfulness from which he would be aroused by the overbalancing of his nodding, wearied head, or, worse still, by a loud shrill cry resounding in his ears. He would start up, look around, and find all quiet—Anne, with the influence of the sleeping draught still on her, lying motionless in the bed her breathing coming regularly through her parted lips, her eyelids not quite closed, her face very pale, but placid and motionless. Without, no sound broke the intense stillness, and Studley, after rubbing his eyes, and straining his ears, would again settle himself in the chair, pulling his dressing-gown lightly around him, and dropping off into another fitful slumber, from which he would again be similarly aroused. Later on, in the early morning about four o'clock, it seemed as though sleep was no longer possible to him.

All silent in the bedroom still; that draught must surely have been of extra power. No! as he stood by the side of the bed, Anne's eyes opened slowly, rested on him looking down at her.

No nervousness, no start, not a quiver in her eyelids. A faint flush rose on her cheeks and throat, but died away as quickly as it had come. She lay there motionless, but awake, with her attentive eyes fixed upon her father.

It was he who grew uneasy under that searching gaze, "Awake at last, Anne!" he said, bending over her, "how do you find yourself now? You've had a long sleep of it?"

"I am quite well," she replied, raising her head, and speaking in her usual calm voice, "have I slept long?"

"A great many hours, but not too many!" said the captain, "a good long sleep was necessary for you, Anne! You've been ill—you know that?"

"No! I did not know that, I do not know it now! And yet,"

she continued, sinking her voice to a whisper, "I know all that has happened father! I remember everything!"

As his ears caught these words, the captain, who was stooping over the bed, rose abruptly and closed the door. Then, returning to his former position, with an anxious expression on his face, which he strove in vain to conceal, and with a desperate but unsuccessful attempt to infuse a jaunty tone into his voice, he said: "I do not know that anything particular has happened, Anne! You really have been ill, and are possibly under the influence of the fever!"

She raised herself on her elbow, and, leaning towards him said in the same low tone, "was it under the influence of the fever that I, standing at the window, saw Walter Danby stabbed to the heart by Mr. Heath, as you stood by? I saw that foul act committed, father; that base, treacherous cowardly deed was done before my eyes! I remember nothing further; I may have been ill, as you say, I have a dull numbing pain in my head still; I do not know what day it is, what length of time has elapsed since I fainted, but I do know that I saw murder done, and I thank God I am alive to avenge it!"

"Hush, Anne!" cried the captain, holding up his hand in warning, "for Heaven's sake keep silence!"

"For Heaven's sake?" she repeated, shaking her head sadly, "do you invoke Heaven, after witnessing such a crime, without an attempt to prevent it?"

"What was I to do?" said the captain, doggedly. "I couldn't—I don't know what you're talking about," he muttered, suddenly changing his tactics, "the delirium hasn't passed away yet, I fancy."

"Ah, father!" said Anne, stretching out her hands appealingly, "why attempt to bewilder me any more? If an angel were to come from heaven to testify to the truth of what I saw, my own certainty of having seen it would not be greater. Rather make such amends as you can for your cowardice—"

"My cowardice, Anne?" interrupted the captain.

"Was it not cowardice? What else could it have been which prevented you from interposing between a man bound hand and foot and unarmed, and his assassin?"

"It was done in an instant, before I could interfere. I had no notion of what was coming," muttered the captain, with his eyes on the ground.

"It was done in an instant; but it was no less murder, base, treacherous, cowardly murder!" cried the girl, raising her voice. "You had no notion of what was coming, you say; and I believe you. Life can be little enough to me for the future; but I would pray to be taken at once, if I thought otherwise. But, then, all the more reason for you to join with me in denouncing the murderer."

"What?" cried Studley, staggering back, aghast; "do you think of doing that?"

"What else could be done?" said Anne, sitting upright in the bed, with her eyes wide open, and her hair streaming over her shoulders. "Father do you imagine, for an instant, that I could live with the knowledge that the man who murdered Walter Danby, was unpunished? We have been together so little that you have no idea of my character, and take me probably for the quiet, long-suffering, little-saying person I have always seemed to you. If so, you could scarcely be more widely wrong!"

"Have you thought what would happen, if you were to take such a step as that you have just named?" asked the captain, drawing a chair to the bedside and seating himself.

"Mr. Heath would try to kill me, perhaps, as he killed Walter! But then, at least," she said, with raising scorn, "you would interfere! Not that I fear him!" she cried. "If he is here, and dares to see me, I would tell him exactly what I have told you."

"There would be other consequences besides that which you have named," said Studley, quietly. "Heath is not here, and you will never see him again—at least, I think not."

"I will see him in the dock at the Berk's Assizes," said Anne, with intense earnestness, "and my evidence shall send him thence to execution."

"Then you will send your father at the same time," said Studley, looking steadily at her. "You must be prepared for that, Anne."

"You, father? You had no hand in this foul deed, if you did not interfere in time to prevent it!" she said, in astonishment.

"An accessory before the fact' is the technical term for a person in my position, and death is the inevitable penalty," said the captain, deliberately. "You must be prepared for that result, so far as I am concerned, before you take any move in the matter."

"But, father, I, who was the witness of the frightful scene—I, who saw it all, would tell them that you were innocent, and that he alone—"

"Look here, Anne!" said Studley, suddenly bringing his down heavily on the bed; "there must be an end to this foolery!"

She looked up at him in wonder, and saw that his brows had been knitted and his teeth set.

"I have something to say to you," he continued, "and now seems to me about the fittest time for saying it. You must have known it sooner or later; and perhaps it is better that you should hear it from me than from any other

person. You say rightly that we have been thrown together very little; but that we have been kept apart is as much out of kindness to you as out of policy on my part. From the same mingled motives I had arranged, as you know, that your being here should be but a temporary measure, and that our lives in future should be as distinct as hitherto. What has happened has changed those plans, and what may become of either of us it is impossible to say. But, in the humor in which I find you now, it is advisable that you should know that, in denouncing Heath you denounce me, and that, though it is perfectly true that I had no act or part in this crime, I am so bound up with him in others as to be entirely at his mercy."

"You, father?" she murmured, falling back, "you, implicated in crime!"

Anne's horror at the revelation seemed to have no effect upon her father. There was a temporary resumption of his old, jaunty manner as he said:

"I have endeavored, not unsuccessfully, to keep the knowledge from you; but the fact is so, nevertheless." As he marked the freezing look of horror stealing over his daughter's face, however, he changed his tone. "It is true," he said, doggedly, "and has been true for years."

"Ah, father!" whispered Anne, "you are saying this to try me? I am weak, far weaker than I thought. Spare me, I implore you!"

"I speak in order that you may spare me!" said Studley with a kind of savage frankness. "You have been brought up with the knowledge that you had a father, but with scarcely anything more. How I lived you were never told for the best of reasons. No one knew but myself, and it did not suit me to take you into my confidence then though it does now, I was recommended to leave the army, and, following the principle adopted by the well-bred dog, I went before I was kicked out. There had been a great deal of gambling in the regiment, and I had been particularly lucky, so lucky as to give rise to unfavorable comments, and, after an interview with the colonel, I thought it better to send in my papers."

The captain's voice had a kind of triumphant ring in it as recounted his exploits, and he was apparently too much occupied in his reminiscences to notice that Anne had thrown herself prone upon the pillow, and that so much of her face as could be seen was burning with shame.

"Just about that time," he continued, "I fell in with Heath, and I soon found that, whatever I may have thought of my own skill, I was not to be compared to him. I was the older man, but in a short time he acquired a complete ascendancy over me. For years I have been less his con-federate or accomplice than his slave, going here and there at his command, and doing everything he desired. It was at his instructions I took this accused house; it was by his advice I was going to send you out as a governess, in order that your presence here might not interfere with his plans."

"Would it be impossible to break these bonds?" asked Anne, without raising her face.

Wholly impossible, and now more impossible than ever," said Studley. "I would have liked to free myself years ago, but I could hit upon no plan. I am bound to that man body and soul, for life. I must fall when he falls. Do you now, in the full knowledge of that, propose to denounce him as a murderer?"

There was a pause of some minutes. Then Anne said, in a broken voice:

"No, father, after what you have said, I suppose I must forego my vengeance. Mr. Heath is quite safe, as far as I am concerned."

"You speak with remarkable prudence and discretion, Anne," said the captain, bending forward and laying his hands on his daughter's head.

"Don't touch me!" she cried, shrinking aside, "I—I did not mean that, but—I am still weak and nervous. What you have told now has completely stunned me. I knew—I could guess—that your life has been unsettled, but I had no idea that it had been criminal. What my future existence will be, with that knowledge upon me, I cannot imagine."

"I intended to have kept it from you," said Studley, "and I should not have told you now, if I had not been obliged. But when you talked of denouncing Heath it was time for me to speak, for our interests are so bound up together, that where one goes the other must go too. I don't wonder at your horror at what he has done; I felt the same, and I would have prevented him had it been possible. But it was not possible, and what we have got to do now is to make the best of it."

"What you order me to do will be done," said Anne; "only one thing I implore you. Keep that man out of my sight!"

"You shan't see him, my dear!" said Studley, reassuringly; "he has gone away, and will be away some time; and as to my 'orders' they can very easily be obeyed. Jane has gone home. I told her you had fever, and she was

afraid to stop, but her mother will be coming here presently and to her and the doctor, whom I also expect you must play the part of an invalid. You understand?"

"Perfectly," said Anne. "My life henceforward is to be one course of deception, and the part is easily undertaken."

"Your looks could not be better—I mean better for our purpose," said the captain, examining her with a critical eye. "Pale, languid, and distraite, exactly the effect that is required. I need not warn you not to talk much, for you're always silent and reserved, and when they ask you questions give general answers—head hot, sense of languor, depression, you know the sort of thing."

[TO BE CONTINUED.]

## The School Room.

[This department will be conducted with reference to the practical work and wants of the teacher. Suggestions and information will be found pertaining to management, studies, government, methods of teaching, waking up mind, general culture and examinations. Dialogues and recitations (mainly original) will be presented, suitable for recitations, etc. We invite every practical teacher to contribute to render this department useful in the highest degree possible to the toilers in the school-room.]

### The Follower.

We have a youngster in the house,  
A little man of ten,  
Who dearest to his mother is  
Of all God's little men.  
In-doors and out he clings to her;  
He follows up and down;  
He steals his slender hand in hers;  
He plucks her by the gown,  
"Why do you cling to me so, child?  
You track me everywhere;  
You never let me be alone,"  
And he with serious air  
Answered, as closer still he drew,  
"My feet were made to follow you."

Two years before the boy was born  
Another child, of seven,  
Whom Heaven had lent to us a while,  
Went back again to Heaven.  
He came to fill his brother's place,  
And bless our failing years;  
The good God sent him down in love  
To dry our useless tears.  
I think so, mother, for I hear  
In what the child has said  
A meaning that he knows not of,  
A message from the dead.  
He answered wiser than he knew,  
"My feet were made to follow you."

Come here, my child, and sit with me,  
Your head upon my breast;  
You are the last of all my sons,  
And you must be the best.  
How much I love you, you may guess,  
When, grown a man like me,  
You sit as I am sitting now,  
Your child upon your knee.  
Think of me then, and what I said  
(And practised when I could)  
"Tis something to be wise and great,  
"Tis better to be good.  
Oh, say to all things good and true,  
"My feet were made to follow you!"

Come here, my wife, and sit by me,  
And place your hand in mine  
(And yours, my child): while I have you  
'Tis wicked to repine.  
We've had our share of sorrows, love;  
We've had our graves to fill;  
But, thank the good God overhead,  
We have each other still.  
We've nothing in the world besides,  
For we are only three:  
Mother and child, my wife and child,  
How dear you are to me!  
I know—indeed, I always knew,  
My feet were made to follow you!

Harper's Magazine.

### SCHOOL MANAGEMENT.

WHISPERING, for instance, is generally considered a common nuisance, and one will soon find it necessary to say something about it. One can, in many ways, show to a school that universal indulgence in this habit impedes their progress. When they have been brought to see its bad features, they should be asked, or advised, to discontinue it. All but four or five, perhaps, will readily follow one's wishes, and endeavor to do what their judgment tells them is best.

What shall be done with the four or five who continue the practice? Frequently, during the day, we see them whisper, and, apparently, thinking themselves cunning. Is it best to give them a reprimand, or correct them in the presence of the rest of the school? I think not. But let each be seen alone, if possible, without the knowledge of any other pupil. He may be asked if he thinks whispering, or communication, so-called, in any form, helps a school or in any manner conduces to his advancement. He can

but say no. Then he may be asked if he thinks it best to practise it, and if one is in earnest he will receive a negative answer. Having got him to express an opinion adverse to it, he may be asked if he is willing to stop it. By proceeding in some such way, I have never found one who has not shown a willingness, and even a desire, to stop it, and has tried to correct the habit.

After all this, there may be one or two who will continue it. Let them be taken as before. In the previous talks they denounced the practice; this can be used as a lever to conduct another conversation.

They may be asked, if on reconsidering what they had said, they have come to the conclusion that their expressed opinion was made without due consideration, and, upon reflection, they believe that whispering is beneficial to a school, or, at least, not injurious. Very likely, they will repeat what they said about it before, but declare they whispered "before they thought." Now, it may be well to ascertain whether they are sincere in the desire to wipe out the habit, after which one can suggest a change of seat, removed from temptation, thus avoiding the ill-feeling, on the part of the pupil, that usually attends such a change on account of mischief. But I have noticed in my experience that nine pupils who find it impossible to correct the habit with the present surroundings request a change as often as one waits my recommendation.

The question is asked "Why not take all who are guilty of the same offence and deal with them at the same time?" It is because of a trait of character possessed by many, if not all. It is that which prevents one from changing a certain course of action for fear of the remarks and ridicule of those who accompany him. If a person changes at all, he wants his fellows to believe it voluntary.

Let me draw a picture frequently seen in the school-room. At some time during the day, or just before dismissal, I call the names of the unruly ones and tell them to remain "after school." The rest pass out, and on the way to the door, each glances at the wrong-doers and smiles, while they, by their looks, have assumed the character of beings persecuted for a righteous cause. After the school has gone, I deal with them as I deem proper, and they go off together laughing among themselves at the leniency shown them, or swearing vengeance at my harshness, and plotting to be even the next day. As they meet their fellows on the street, or at school, on the morrow, they are interrogated as to what the "old fellow" said, which is all told, a laugh enjoyed, and "I don't care" expressed; meantime, their determination to show to all that no little talk, or severe measures can bring them under is strengthened. By taking each separately and secretly, this can be avoided. *Chicago Teacher.*

### LIFE AND DEATH IN THE SCHOOL-ROOM.

AN eager mind in a sound body makes the ideal pupil, who in his turn inspires and draws out the best capacities of the competent teacher. That an unnecessarily large proportion of children never attain this condition is an unpleasant fact.

Wretched ventilation, heating, and lighting, school-rooms, far too crowded, and desks which constrain the pupils to keep unhealthful positions, show the grave blunders in school architecture and furnishing directly attributable to short-sighted committees, and in some cases to the higher municipal authorities. But for defects equally serious—the irregularity in daily physical exercises, the refusal to permit frequent changes of position, the long sessions, and the folly which imposes an almost unmanageable number of pupils upon a teacher—we must censure a foolishly imperfect school system, and, in a measure, the teachers themselves. The smoothest apologist for the system cannot deny that it gives no worthy place to hygiene. Indeed the recent inquiries into the sanitary condition of schools in various states and cities have not yet effected reforms decided enough to allow us to say that the question of health enters in the least into that system. It is no wonder that Americans are not as a rule a robust and rich-blooded race.

Of the grievous errors caused by the stupidity and thoughtlessness of school authorities there could be and should be immediate correction. Physicians of ability and experience are constantly revealing them and cataloguing their consequences. Only an inexcusable shiftlessness will permit them to continue.—*Tribune.*

### NEW YORK BOARD OF EDUCATION.

THE Board met June 21.

Present.—Commissioners Neilson, Baker, Beardslee, Fuller, Halsted, Herring, Jenkins, Man, Matthewson, Patterson, Vermilye, West, Wetmore, Wood, Kelly, Traud.

Absent.—Seligman, Lewis, Klamroth, Townsend.

#### COMMUNICATIONS FROM TRUSTEES.

From 9th Ward, asking for \$500 for desks for M. D. G. S. 16.



From 7th Ward, asking for Miss Killeen's salary for 16 days' teaching.

From 10th Ward, asking for \$1,542 to pay for repairs, etc., of G. S. 20 and 42.

From 8th Ward for same purpose, asking for \$840 for G. S. No. 8.

From 6th Ward, for same purpose asking for \$4,880 for G. S. 23 and 24 and P. S. No. 8.

For same purpose from 7th Ward, asking for \$1,570 for G. S. No. 12.

From 9th Ward, for \$400 same purpose for P. S. No. 18.

From 11th Ward, asking for \$700 to remove walls of G. S. 36, destroyed by fire.

From 12th Ward, asking for \$3,525 for repairs of G. S. 39 and 54.

From 13th Ward, for \$3,595 for same for P. S. 20.

From 17th Ward, for \$1,550 for P. S. 22.

From 18th Ward, for \$1,380 for G. S. 40.

From 19th Ward for \$1,920, repairs of G. S. 18 and 53, and furniture for G. S. 18, also for \$181, for branch G. S. 27, also for \$89 for P. S. 33.

From 20th Ward, for repairs of P. S. 27 and furniture, and G. S. 32, \$1264.59.

From 24th Ward, for \$2,972 for furniture for Fordham School.

From 20th Ward, nominating teachers for evening school, in M. D. G. S. 32.

Charles F. Olney, Principal; and I. S. Van Cof, C. E. Cody, H. A. Jones, W. Heinmuller, W. Meyerfeld, H. Morganthau, W. R. Ganway, R. B. Palmer, E. Poulson, J. S. Ketcham, E. Griffiths, J. E. Collins, K. Weeks, I. Murphy, E. L. Carroll, E. W. Rice, E. Pratt, R. L. Heinmuller, Miss M. L. Yates, — In F. D. G. S. 33. Miss Charlotte Farrell, Principal; and Misses, R. T. Coughlan, K. A. Harley, E. Pitman, E. A. Keogh, M. J. Knight, E. McCormac. To Evening Schools.

From the 19th Ward, nominating for teachers in the Male Evening School. Frank J. Coleman for Principal; and Misses J. Oddy, A. K. Lampher, J. Fitzsimons, L. Buttenwiser, M. Moritz, H. Leipsiger, G. E. Lyon, G. Witherstein, H. Morganthau, Misses M. Murray, M. C. Kelly, L. Scanlan, M. J. Hassett. In the Female Evening School. Miss Johanna J. Hill, for Principal; and Misses J. Cozans, K. G. Tunney, M. Powers, M. J. Hutton. To Evening Schools.

From 24th Ward, asking for an evening school in Fordham School. To Evening Schools.

From the 19th Ward, asking to have a class-room fitted up in branch of G. S. 27. To Buildings.

#### MISCELLANEOUS COMMUNICATIONS.

The clerk of the Board in reply to a resolution, submitted the following report:

For the year ending April 30, 1875, there were,

#### IN MALE GRAMMAR SCHOOLS.

54 Male Principals, receiving \$160,750; 41 Male Vice-Principals, receiving \$101,500; 102 Male Assistants, \$171,856; 392 Female Assistants, \$333,200.

#### IN FEMALE GRAMMAR SCHOOLS.

44 Female Principals, \$83,860; 42 Female Vice-Principals, \$53,790; 410 Female Assistants, \$314,470.

#### IN PRIMARY SCHOOLS.

109 Female Principals \$173,328; 84 Vice-Principals, \$90,880; 1,141 Assistant \$684,600.

#### SPECIAL TEACHERS.

18 German Teachers, (male), \$27,080; 18 German Teachers, (female), \$13,034.

#### PUPILS.

Grammar School, boys, \$20,335; Grammar School, girls, \$16,944; Primary School, boys and girls, \$60,247.

#### RESOLUTIONS.

Commissioner West, offered a resolution that those who enter into contract with the Board execute their contracts prior to entering on its performance. Adopted.

Commissioner Patterson introduced a resolution authorizing the Trustees of the 12th Ward to organize a Grammar School with Male, Female and Primary Departments, in that Ward, and in the new building in 128th street near 6th avenue to be known as G. S. No. 68. Adopted.

Commissioner Dowd, introduced a resolution requesting the committee on Buildings to give their judgment as to the character of the school to be opened in the new building on Thomas avenue, in order to insure to the public the full benefits expected; and to delay the opening of the school until the report comes in. Adopted.

Commissioner Herring introduced a resolution to delay the opening of G. S. 38, until October 1st, so that the contractors may be enabled to finish the same—the same to be without detriment to the teachers. Adopted.

Commissioner Wood introduced a resolution to amend the By-Laws in reference to the age at which pupils may be ad-

mitted to the evening schools,—to admit none under twelve years of age. To By-Laws.

In reference to this resolution, Commissioner Wood said his attention had been drawn towards the evening schools and he felt a great evil arose from allowing young children to attend them. The change from fourteen to ten as has been done leads to bad results for children of that tender age should be at home and in their beds which would be more serviceable than the learning they would receive if they should attend. It helps on the tendency of parents having to overwork their children. In visiting the schools, he had found that the entrance of these children had the effect to drive away the older pupils who felt repelled from such young pupils. In attending a certain school where there were 400 registered, he found only 157 in attendance! The parents were supposing that their children were in school, when in fact they were around the street. The irregular attendance of our evening schools is disgraceful, it amounts to 57 per cent. This shows the comparison that exists between them and the day schools when the irregular attendance is 13 per cent.—they are therefore inferior, and hence would be best for us to induce as many as possible to attend the day schools. He desired these young children to be in the day schools. There are too many parents who to get an extra shilling from their young children will have them work days and go to school nights, and it is a practice that must be discouraged by us.

#### REPORTS OF COMMITTEES.

The Auditing Committee authorized the payment of sundry bills. Adopted.

The Committee on Nautical School asked an appropriation of \$761.58 to pay bills. To Finance.

The Finance Committee recommended the appropriation of \$48,502.23, for repairs. Adopted.

The same Committee recommended an appropriation of \$26,566.69 to pay for repairs. Adopted.

Also of \$515 for repairing heating apparatus for P. S. 34. Adopted.

Also of \$250 for repairs of G. S. 18. Adopted.

Also to buy Babcock Fire Extinguishers for Normal College. Adopted.

Also to pay bills of Nautical School for \$761.58. Adopted.

The Committee on sites reported adverse to purchasing lots in E. 87th street for G. S. 37. Also in Bedford street, for G. S. 3. Adopted.

The Committee on By-Laws recommended to change the By-Laws relating to Nautical School, so that each boy may be furnished with necessary outfit at a cost not to exceed \$30. (Heretofore the outfit has been furnished by the boys.) Adopted.

The same Committee recommended the adoption of a By-Law requiring all female teachers to attend the Saturday sessions of the Normal College until they have had two years' experience as teachers. Adopted.

The Committee on Teachers reported that the request of the Trustees of the 6th Ward, that the Board should reconsider its action in reference to refusing to transfer Miss O'Neil to P. S. No. 8 had been before them but no new evidence had been submitted by the Trustees and they therefore recommended to adhere to the former action—not to transfer. Adopted.

The Committee on Teachers recommended to transfer Mr. E. A. Howland from G. S. 43 to G. S. 68, and Miss Susan S. Edney from P. S. 38 to P. D. G. S. 68, Jacob S. Warner not to be transferred from No. 57 and Samuel Ayres therefore not to be appointed therein, there being no vacancy.

Commissioner Herring called up the resolution to introduce sewing into the girls' primary schools offered by Commissioner Baker at a former meeting.

Commissioner Patterson thought it changed the By-Laws, and therefore beyond the power of the Committee, besides and it was not plain. Commissioner Herring explained that the Committee had entire control of the matter. He showed it was a matter that would be plain to teacher and trustee, as set forth in the proposed change.

Commissioner Matthewson hardly thought the time could be afforded from the studies. He believed the parents could teach the sewing while they could not the studies of the school. At all events the Superintendents should be held responsible that progress be made in the art just as much as in the studies the pupil pursues.

Commissioner Herring rose to explain his vote. He said that many of the parents were unable to give instruction, they were from service themselves. They knew nothing of this very necessary home duty. The various methods of sewing had been taught by the Public School Society, and that great good had been done. And he was desirous of going back to tried and proved methods. A girl that grows up without knowing how to sew, no matter what else she may learn cannot fulfill her duties in life.

Commissioner Matthewson rose to explain his vote. He

said intelligence was necessary to learn how to sew, and that was what the school proposed to give. He did not think any pupil was so ignorant as not to know how to sew on a button as had been said. He doubted whether the city could afford to expend its money for such purposes. Not adopted.

The President called Commissioner Beardslee to the chair.

Commissioner Herring called from the table the report of the Committee on Music, and read interesting comments from Scribner's Magazine on the late musical concerts held in Cincinnati, under the leadership of Theodore Thomas. He said all this and more could be accomplished here by inaugurating a suitable method of teaching music.

He said that our plan was ineffectual—it could not be called instruction in music, it was fragmentary, it produced no definite results. The present cost is \$19,098. We propose to use a sum not much greater than this and to thus produce some results as great, as splendid, as cheering and as paying as those in Cincinnati. We have all the materials. There are thousands of pure, beautiful voices here to be cultivated, and it now lies with us to begin a work that ought not to have been delayed so long.

Commissioner Baker sent in the following resolution:

That the provisions of Section 39 and all other sections of the By-Laws of this Board relating to instruction in music in the common schools of this city, be and the same are hereby repealed, and after the first day of October the salaries of all special teachers of music be discontinued and the position abolished. To By-Laws.

Commissioner Man asked to have the whole subject laid over until the first meeting in September. Adopted. Adjourned.

#### VASSAR FEMALE COLLEGE.

THE two most prominent institutions in America for the education of young ladies are Mount Holyoke Seminary and Vassar College. Although its name and general character are familiarly known, a sketch of it, prompted by an attendance at its recent commencement exercises, may not be uninteresting; for there is always room and reason for asking of any institution that professes to educate American girls, whether its system is at all points complete; whether it sends forth its graduates physically as well as morally and intellectually sound? This is for us one of the most vital questions of the age, and to which an unequivocal answer may of right be demanded.

In the year 1861, Matthew Vassar, a wealthy citizen of Poughkeepsie, New York, determined to devote a great portion of his fortune to the founding of an institution, which, to use his own words, "should accomplish for young women what our colleges are accomplishing for young men." The location of the proposed institution was chosen in the valley of the Hudson, two miles east of Poughkeepsie. It consists of two hundred acres of land, perfectly rural in all its surroundings, and presenting a charming variety of scenery. The paths wind through sunny lawns and along shady hill-sides. A pretty stream flows through a lake, upon which Vassar girls skate in winter and row in summer. The whole region for miles around is admirably suited to out-door life, to rambling and botanizing, in complete retirement from the busy world, which is just near enough and just far enough away.

Within this beautiful domain were erected buildings at a cost of over four hundred thousand dollars. The main edifice is 500 feet in length by 175 in depth, and contains over 800 rooms. It is designed as a residence and school for 400 students with their instructors and servants. Back of this are situated the Museum of Natural History, the Art Gallery, Calisthenium and Astronomical Observatory, with gas and water works, stables and other structures, making of this rural spot a little city within itself, with all the conveniences of modern city life.

The entire gifts and bequests of Mr. Vassar to the institution amounted to \$778,000, including the following special funds, the interest of which is to be perpetually applied to the uses specified, viz.: \$50,000 as a Lecture Fund for employing distinguished persons, not members of the faculty, to lecture before the students upon science, literature and art; \$50,000 as an Auxiliary Fund for aiding students of superior ability to an extent not exceeding in any case one-half the regular charge for board and tuition; \$50,000 as a Library, Art and Cabinet Fund; and \$125,000 as a Repair Fund. The current expenses of the school aside from the above items are met entirely by the board and tuition fees paid by the students. The expenses and income are each about \$150,000 per annum.

Each student pays \$400 per annum, \$300 of which must be paid in advance. The charge at Mount Holyoke is but \$150, the difference in price indicating not a difference in quality but in the general management of the respective institutions. Vassar with 400 students has 38 instructors and



128 servants and other employees. Mount Holyoke with 300 students has about 30 female teachers and two domestic superintendents; but not one servant nor any male employees. It is all woman's work, alike in origin and execution. The results in the two institutions are not dissimilar, and the comparison is an useful one to those who study educational problems from an economic standpoint. It is the earnest desire of the faculty and trustees of Vassar, as it was of its founder, to see the institution sufficiently endowed to make it accessible to that large class of students who stand most in need of its advantages, but who are unable to meet the heavy expense now rendered necessary; and as it is not proposed to economize as they do at Mount Holyoke, there is no resort but to await the benefactions of the friends of female education, in the establishment of free or partially free scholarships, a beginning of which has already been made by Mr. Vassar's Auxiliary Fund, and by the Fox Free Scholarship. Of the instruction at Vassar nothing can be said except in its praise. Its President ranks among the ablest of American educators, and the entire administration is such as to meet the wish of its noble founder in his desire to provide for young women all that other colleges provide for young men.

With all these advantages there yet remains the question whether the system of education here pursued is truly in accordance with hygienic law. After all that has been said about the rural and hygienic character of the place, this question might be regarded as impertinent; but it is one that has already been freely discussed, and regarding which there is a difference of opinion among those entitled to be heard. It is a question that applies not to Vassar only, but to the whole system of female education in America; for that system has certain characteristics everywhere visible. It is a system born of our peculiar American life, and one that could hardly exist elsewhere than upon American soil. We are a fast people. In everything good and in everything bad we are fast. We are about to commemorate a century of progress such as the world has never before witnessed. In material and intellectual development, in national and individual precocity, in everything that makes the character of a fast and feverish race we stand unrivaled.

Our educational system is stamped with these peculiarities of our national life. We hasten toward intellectual results impatient of the restraints imposed by the necessities of the body. This is true with regard to male as well as to female education, but it is the female organism that suffers most in consequence of it. Vassar recognizes the fact and seeks as far as possible to adapt its system to the laws of health. We quote from its catalogue; "It is a maxim in the administration of the college that the health of the students shall be made a prime object of attention; and that, to the utmost possible extent, those whom it educates shall become physically well developed, vigorous and graceful women, prepared to take an enlightened care of their own health and the health of others under their charge."

This, and much more to the same effect, may be found in all the reports of the institution, and no one can question the perfect good faith or intelligent watchcare of those who utter and aim to realize these golden promises. Nevertheless there is good reason to believe that they are not thus realized. And why not? It is, if we rightly understand the subject, because the educational work at Vassar, as at other like institutions, has been made to accord too much with the feverish demands of a fast age and nation, rather than with the actual requirements of the human system. The average American girl, nervous, delicate, and intellectual, is received at Vassar as elsewhere to undertake a four years collegiate course, commencing usually between the ages of sixteen and eighteen, and requiring for the attainment of high scholarship from eight to ten hours a day of earnest brain work. Given this requirement and no amount of out-door exercise or in-door calisthenics can restore to the system the vitality thus consumed. No system of overwork can be so administered that it shall cease to be overwork.—*Herald of Health*.

—EDWIN F. BACON.

**THE NORMAL APPROPRIATION.**—The supply Bill contained an item of \$15,000 for the purpose of enlarging the Genesee Normal School, but it was feared that Governor Tilden would veto the appropriation. He has approved the item, however, while vetoing many others, and the work of enlargement will soon be commenced. A great deal of credit is due to the Hon. James Faulkner, Jr., for this result, and he is entitled to the thanks of the community for his efforts in behalf of the "Normal."

Two earthen vessels containing human bones, among which were three well-preserved skulls, were discovered recently by a farmer while plowing near Tuscaloosa, Alabama. Various figures and hieroglyphics cover the outside of the vessels.

### THE TEACHER.

BUT it is not alone in discipline that ingenuity is needed and useful. If a class comes to recitation with an imperfectly prepared lesson a repetition is necessary. But there are ten chances to one that if the lesson be re-assigned fully one-half the class will not spend much energy on it because they will think themselves to have mastered it more thoroughly than they have done. If the teacher, baffled by this real difficulty goes on, the trouble becomes worse and worse, till finally both class and teacher are hopelessly bewildered and forced either to give up the work altogether, or to stop short and review. In face of this problem the genius of the teacher becomes manifest. If the class have tried to do well she utters no complaint, and she would feel herself defeated and worthless if she dismissed her class with the remark, "Take the same lesson again." What does she do? She invents a written exercise, perhaps, in which, in tabular form the main parts are to be arranged. The care with which the written work must be set down impresses the pupil with an idea of difficulty and novelty, and he addresses himself to his new task with new energy. He brings his paper the next day and the teacher carefully receives it. She may or she may not examine it. Whether she do or not the object has been attained. The attention of the pupil has been artfully directed to the important points. In writing and arranging he has had impressed upon his memory the very things which in a second study he would probably have passed over. The difficulty has been overcome, the enemy vanquished. Or if the victory be not got, another differently arranged exercise on the same ground will in nine cases out of ten conquer. It needs much ingenuity say you? Truly it does, but a teacher without ingenuity is like a screw driver without a blade, and had much better be put at once to some other use.—*Am. J. of Ed.*

### KNOW THE STARS!

THE group of stars most calculated to attract the attention of casual observers at the present time (June and July) is that part of the constellation Ursa Major, the Great Bear, known as the "Dipper" or "Charles Wain."

About eight in the evening seven bright stars are seen high in the heavens toward the north-west, having the shape of a dipper, with the handle upward. The two stars at the end of the bowl always point in nearly a straight line to the North Star, a bright body some distance from them, seeming to occupy an isolated position in the skies. These are therefore called the "Pointers."

The stars in the constellations are distinguished according to their apparent size or importance by the letters of the Greek alphabet placed in their regular order before the name of the constellation in its genitive case. The prominent stars have also individual names, by which they are known apart from a mention of their constellations, which, in general, it is well to remember.

The principal stars of Ursa Major are the seven forming the Dipper. The star at the end of the bowl, the nearest of the pointers to the north star is "Alpha Ursæ Majoris," or "Dubhe." The other pointer is "Beta, &c," or "Merak." The star next to that "Gamma"; the next, joining the bowl to handle, "Delta"; and the others through the same order, "Epsilon," "Zeta," and "Eta."

The North Star is "Alpha" in the constellation Ursa Minor, called "Polaris" or "Ruccaba."

We might memorize them thus:

Polaris, thou North Star, kind beacon of night;  
Both Dubhe and Merak to thee point aright.  
Greatest of Little Bear's stars in the heaven,  
Guarded by Great Bear's encompassing seven.

### MYTHOLOGY.

Jupiter loved Callisto, one of Diana's nymphs, and Juno, being jealous, changed her into a female bear. Her son, Arcas, when hunting was about to kill this bear, not knowing the relationship, when Jupiter, to prevent it, placed them both among the stars, the mother as Ursa Major, Arcas as Ursa Minor. Juno then being angry at such an honor to her rival, caused them to be prohibited from ever dipping into the sea.

The constellation Cygnus and some others were described in the *SCHOOL JOURNAL* of January 23d, 1875, No. 205, as then appearing in the north-west. They may at this time be seen in the north-east, after having been long absent. But as we now look at them from a different point of view, the positions of right and left, north, &c., south, &c., are changed. The cause of such change will be spoken of in our next talk about the stars.—*M. LONG*.

FROM experiments recently made at Amherst College to test the lifting power of vegetable growth, it was found that the common squash, in growing, would lift a weight of 5,000 lbs.

### THE SCHOOL-MASTER AS A JUDGE.

JUDGE P. G. DUFFEY was lately appointed by his Honor Mayor Wickham one of the Police Judges of this city. We lately paid a visit to the gloomy city prison, and found him sitting on the bench with dignity and dispatching business with energy. No one can look at the two hundred that filled the room without a sigh of pity. In one corner is a pen filled with men, women and boys; there are young faces peering out between the bars, and there are gray haired people there too. The air is thick with the odors arising from a mass of unwashed bodies, clad in unwashed and tainted clothes. It would be impossible to paint the picture of wretchedness that was here seen—it is the same day by day, only some days it is blacker with evil than other. And yet it is the evil that comes from a want of help—the help that schools, kind teachers, good fathers and mothers, temperance principles, ministers, churches, bibles and good books, and good companions, gives to you and me and would give to them. Two boys were brought in, one aged ten and the other twelve. The officer who accompanied them bore a long piece of inch lead pipe doubled and twisted into a solid heap. The complaint was for theft. A lad a little older was a witness:—

What can you say about this matter.

"I saw them come out of the room over the store with the lead pipe."

Do you know them? "Yes." "Have you any spite against them?" "No."

"Now (to the prisoners) what have you to say. Did you take the pipe?" "Yes Sir." "Officer may remove them. Put them under \$100 bonds to appear."

At this point a plainly dressed woman in black stepped forward and overwhelmed with grief bowed her head against the iron rail and wept aloud.

John Lawler step forward. You are accused of breaking glass (Here a boy of about ten years was brought out. He had a dirty shirt on, a torn pair of pants, and plenty of earth in his hair and on his hands and feet). What is the witness saying. Have you a mother? "Yes, there she is. (here a woman with a motherly air stepped forward.) "This, madam is a pretty place for your son to be found isn't it. Why do you not keep him off the street? Unless you take better care of him he will be ruined. Send him to school, make a man of him." After some other suggestions of the same practical nature the Judge allowed the mother to take her child home, she promising to bring him up into better ways.

The same disposition was made of another case were two lads were found fighting.

A girl not wanting in good looks, was brought in by her mother a very respectable woman in appearance to be sent to the House of the Good Shepherd for care and reformation.

A boy in a checked shirt and much patched pants, with blacking utensils on his arm, too short to be seen by the Judge until he climbed up on the railing by means of his feet, on which he had tried the virtues of his tin box, was next called. He was charged with throwing stones at a young man who was dressed in spotless new clothes. "He kicked me off the side-walk."

"He called me names, and struck me with his cane."

"He threw stones at me and swore dreadfully."

One could but pity the little boot-black. He knew nothing of the clean clothes, the cool bed, the pictures on the walls, the carpet on the floor, which were so common to the other. An admonition by the Judge and he went gladly forth.

But who shall rescue these boys? Certainly it is impossible but that the surrounding, which about 10,000 of our children in this city have, will effectually ruin them. Escape is impossible.

"Peter O'Brien step forward, you are accused of being drunk in the streets, what have you to say for yourself what is your business? A sailor, eh? Have you been around Cape Horn? Ever been around Cape of Good Hope? Ever been through the strait of Sunda, or strait of Magellan? Ever been to China? None of these places? Why you are not much of a sailor. You see I am better acquainted with these places than you. Go join your ship, and visit those regions and let whisky alone."

The *Kindergarten Messenger* of June informs us that it has been proposed, and is planned, to have a class of children, between three and five years old, in one of the Philadelphia orphan asylums, taught by an able Kindergartener, until the opening of the great Centennial Exposition of 1876, and that then she shall take it into a suitably-prepared place, on the Centennial grounds, for the daily session, where any who desire to see a genuine Kindergarten in operation, may do so. The money (\$1,000) shall be raised by subscription.

A COMPANY has been formed in Canada for the manufacture of caoutchouc from the *Asclepias*, milk-weed, the juice of which yields about 4 per cent. of the article.



## EDUCATION AT THE CENTENNIAL.

The following is the classification of educational material adopted by the Centennial Commission. It is not altogether what we hoped it would be, but it will give a fair opportunity for the representation of the school interests of the country.

## DEPARTMENT III.—EDUCATION AND SCIENCE.

## EDUCATIONAL SYSTEMS, METHODS AND LIBRARIES.

**Class 300.**—Elementary instruction: Infant schools and Kindergarten, arrangements, furniture, appliances, and modes of training.

**Public schools:** Graded schools, buildings and grounds, equipments, courses of study, methods of instruction, text-books, apparatus, including maps, charts, globes, etc.; pupils' work, including drawing and penmanship; provisions for physical training.

**Class 301.**—Higher education: Academies and high schools. Colleges and universities: Buildings and grounds; libraries, museums of zoology, botany, mineralogy, art, and archaeology; apparatus for illustrations and research; mathematical, physical, chemical, and astronomical courses of study; text-books, catalogues, libraries, and gymnasiums.

**Class 302.**—Professional schools: Theology, law, medicine and surgery, dentistry, pharmacy, mining, engineering, agriculture and mechanical arts; art and design, military schools, naval schools, normal schools, commercial schools, music. Buildings, text-books, libraries, apparatus, methods, and other accessories for professional schools.

**Class 303.**—Institutions for instruction of the blind, the deaf and dumb, and the feeble-minded.

**Class 304.**—Education reports and statistics; National Bureau of Education. State, city, and town systems. College, university, and professional systems.

**Class 305.**—Libraries: History, reports, statistics, and catalogues.

**Class 306.**—School and text-books; Dictionaries, encyclopedias, gazetteers, directories, index volumes, bibliographies, catalogues, almanacs, special treatises, general and miscellaneous literature, newspapers, technical and special newspapers and journals, illustrated papers, periodical literature.

## INSTITUTIONS AND ORGANIZATIONS.

**Class 310.**—Institutions founded for the increase and diffusion of knowledge: Such as the Smithsonian Institution, the Royal Institution, the Institute of France, British Association for the Advancement of Science, and the American Association, &c., their organization, history and results.

**Class 311.**—Learned and scientific associations; Geological and mineralogical societies, etc. Engineering, technical and professional associations. Artistic, biological, zoological, medical societies, astronomical observatories.

**Class 312.**—Museums, collections, art-galleries, exhibitions of works of art and industry. Agricultural fairs, state and county exhibitions, national exhibitions. International exhibitions. Scientific museums and art museums. Ethnological and archaeological collections.

**Class 313.**—Music and the drama.

The large issue of this number of the JOURNAL has caused a delay, as many of our city advertisers have been out of town; their letters desiring to a postponement have been influential, as we knew our readers were busy at their vacations. The present number will be of interest on account of the valuable advertisements that appear in it. We invite attention to them because there is good reading there. That is a poor reader of a paper who does not get acquainted with advertisements. The progress of the seasons is indicated by the things that are in the market, and in a similar way the times are shown by an examination of the advertising pages.

It has been a source of pleasure of the editor to attend during the past two weeks several of the various anniversary exercises connected with the educational institutions of this city. Unable to visit the entire field, he congratulates the teachers on the success that has crowned their efforts, and on the public opinion that is continually growing more appreciative of their invaluable labors. There have been undoubtedly most interesting receptions that are not chronicled here; we regret it. We request the teachers, if the reporters of the JOURNAL are not present, to provide a reporter from among the friends or patrons of the school, as we desire to be advised of everything that transpires at the schools.

There is a pleasant sea-side home for children, at Bath, Staten Island. It is dedicated to the sick and feeble children of poverty, of whom there are many thousands in this vast city. About 700 have already been entertained here—for several days at a time, during the month of July. To them it is a Paradise, and no one can tell the amount of good growing out of so simple and inexpensive a charity.

## NEW YORK STATE TEACHERS' CONVENTION.

The Convention was held this year at Fredonia, near Dunkirk, and was very fairly attended. We missed a great number of the "Old Guard" Davies, Bulkley, Valentine, Woolworth, Scott, Sheldon, North and others. The village of Fredonia gave itself up to the business of entertaining the teachers, illuminating the parks, and sending a band to discourse sweet music in the evening. In the next issue we shall give an account of the proceedings, and some of the valuable addresses delivered. The next meeting will be held at Watkins.

## TO THE EDITOR OF THE SCHOOL JOURNAL:

It is always with feelings of delight that I read your admirable paper, and instead of appearing once a week, I wish it would appear seven times. Being aware of the liberal spirit in which all questions are discussed in your paper, and the polite attention which correspondents receive, I pen this note to you. Do you think that the University of New York is an admirable institution; will it compare favorably with Yale, Harvard, Dartmouth, or Columbia?

By answering these few questions, you will confer a benefit on a

STUDENT.

## REPLY.

We are glad of the opportunity to say to all students that the New York University is a college that will take even rank with any in our land. It may take some time to have an idea of the kind grow to great proportions, but its roots are in the soil, and from the quality of the teaching and the products of that teaching in the young men who have graduated, we think the public are no longer skeptical as to the fruit that will grow on it. And then this magnificent university is free. Ho, every one that thirsteth for knowledge in this crowded city; haste ye to the University of New York. We are glad "student" has proposed the question. Let him visit Chancellor Crosby and he will see there is no kinder teacher; no nobler man, no deeper scholar.

EXTRAORDINARY efforts are being made to maintain the *Brooklyn Journal of Education*. It has changed its name, and a number of teachers have been applied to, to assist in disseminating in the most gorgeous manner possible on yellow tinted paper in granite colored covers many things that have no special relevancy to education. We are informed that its editor desires to render it equal in all respects to the *North American Review*, and he therefore invites the Brooklyn teachers to help him in this work and asks them for increased subscriptions, and we are informed that many have responded because its editor is a prominent member of the Board of Education and they do not wish to offend the powers that be. A number of our leading principals have been asked to subscribe, but have declined with thanks.

The object is no doubt a laudable one—it certainly is ambitious; but we do not think that it possible to combine successfully, a membership in the Board of Education, and the editorship of that paper.

Besides "matters notable in the educational world" are pretty well taken care of by the NEW YORK SCHOOL JOURNAL and a host of other enterprising and successful educational papers that know what teachers need. On the whole we advise the controllers of the *Brooklyn Journal* to wait until their advice is asked and our teachers' if they have any loose change, to subscribe for the NEW YORK SCHOOL JOURNAL, in which they will find an "interest" which is more than they will be likely to get in these days by going into the yellow-tinted pages of what is plainly not a journal of education yet.

The Keely Motor is a happy thought; its remarkable pressure to the square inch is what is needed in Montague street. We advise the purchase to the extent to three at least.

THE Summer School of Natural History at Peoria, Ill., will hold its session during the month of July, and will probably have as instructors, Prof. Burt G. Wilder, Prof. W. S. Barnard, of the University of Mississippi, and Prof. J. H. Comstock. About thirty students are already promised. The tuition fee has been fixed at \$15. The school is the result of the efforts on the part of the Peoria Scientific Association.

We invite attention to the *Young Folks' Monthly*. It is used in schools as a source for dialogues and subjects for declamation and recitation. There are twenty-five different departments, all of which are full of life and animation. It is beautifully illustrated and printed. Read the advertisement.

## GRAMMAR SCHOOL No. 3.

THE Reception exercises held in this school of which Miss Clara M. Edmunds, is principal, attracted a large audience. It is impossible to over-estimate the enthusiasm and pleasure of the spectators. Thomas Hunter, President of the Normal College, presented the diplomas and made an appropriate and interesting address. Dr. Hall addressed the graduates in his usual highly practical, plain and yet felicitous style. Prof. David B. Scott presented the medals—accompanying them with earnest and profitable words.

THE University Convocation of the State of New York held its twelfth annual session at Albany, July 6-8. Many interesting papers were read by Dr. Lambert upon systematic Nomenclature of Decimal Numeration; by Prof. Cornelius M. O'Leary, of Manhattan College, upon some points of Scholastic Philosophy in relation to Modern Science; and by Mrs. Mary D. Hicks, of Syracuse, upon Drawing in Public Schools. This last subject was given some prominence. A gentleman representing Walter Smith's system had displayed about the assembly chamber remarkable results shown by the pupils of Boston and Newton schools; and Secretary Woolworth read the act passed by the last legislature requiring that drawing be taught in our Normal, City and Incorporated schools. Vice President Russell, of Cornell University, in pronouncing an admirable eulogy on the late Ezra Cornell, accidentally leaned slightly against the very desk from which Jeremiah McGuire, so violently denounced Mr. Cornell, two years ago. The most animated discussions were upon the teaching of elocution, and upon co-education. No little attention was given to the centennial, and Chancellor Pruyn's, references to Gen. Schuyler and the battle of Saratoga gave some gentlemen present opportunity to display their familiarity with United States history. Dr. Lambert, showed how preferable two-ty-two would be to twenty-two. Principal Thurber amplified in his paper upon High Schools and their troubles. The papers upon the Cypriote Inscriptions and upon Deep Sea Soundings were of unusual interest.

Beyond question, these meetings of the Convocation increase in interest every year. The attendance has never been large, but those who go find themselves amply repaid.

All the papers read will be published in full in the 89th Regents' Report, 1876.—*The School Bulletin*.

MESSRS. TANTOR BROS & CO., of 758 Broadway, N. Y., are about to publish a new system of School Records prepared by Prof. Q. D. Bartley, of Concord (N. H.) High School. The records are on the plan originally devised and adopted and used by Prof. Bartley, with such success that, at the solicitation of many teachers who have examined the system, it is now being published to meet an already existing demand for it.

The system consists of two books, No. 1 being a "Daily and Monthly" record in pocket form, and so arranged that a single entry of pupils names suffices for a term.

No. 2, is "a monthly and yearly record," for a permanent record of monthly and yearly averages and summaries in which a single entry of names suffices for a year.

Accompanying the above are three styles of Report Cards to meet the wants of various schools, each part of the system is complete in itself and may be used separately if desired. All are adapted to any system of marking.

We send copies of this number of the JOURNAL to many teachers—We trust to receive their subscriptions. Really you cannot do without such a JOURNAL. The world did get along without a steam engine, but with a fearful outlay of labor. Teachers don't be old fogies. Know what is going on in the vast educational world. It is a wonderful theme that now is being debated: *How to educate every humane being*. Take a part in the great thoughts of the day depend upon it they will be faithfully recorded in the JOURNAL.

TEACHERS of Music who have given Clarke's New Method for the Piano Forte an examination, unhesitatingly pronounce it the best for both teacher and scholar. The work is meeting with a deservedly large sale. Sent by mail for \$3.75. To be had at the book and music stores. Published by Lee & Walker, Philadelphia.

SIXTY thousand copies of GETZ'S SCHOOL FOR THE PARLOR ORGAN have been sold in the past two years, a fair index of the merit and popularity of the work. The work can be had at the book and music stores. Sent by mail, price \$2.50. Published by Lee & Walker, Philadelphia.

We trust our friends will find time to advise us at least of the "good times" they are having in the woods and fields. If they have valuable thoughts, send them for publication. We hope to have some pleasing summer letters.



# New York School Journal

AND  
EDUCATIONAL NEWS.

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The JOURNAL AND NEWS can be obtained of any newsdealer in the United States. The American News Company of New York, general agents.

Office, 89 LIBERTY STREET, NEW YORK.

THE question as to the wages women teachers are entitled to receive is growing in importance. If a scale is to be fixed it must be a just scale. It cannot be scored down in an arbitrary manner, by those in power. When a girl begins to teach, she cannot expect a large salary, but when she has spent five, aye, seven years in the work, what should she be paid? Here is a question the women teachers are turning over, and we cannot state their views better than by quoting a letter now open before us.

"We claim that we should be paid when we are certified to be competent teachers, (not before) one uniform salary from the lowest assistant to the highest. What is to be paid the Principal or the Vice-Principal, we care not. Their prices are fixed on other principles than those that fix ours. And if this were done very much of the trouble arising from advancing teachers from grade to grade would be avoided. I am in the highest grade myself, and now claim the same pay for my fellow teachers below me as I get, for our work is the same."

## SCHOOL SHIP ST. MARY'S.

FROM a visit lately made to this vessel we learned something of the methods of instruction employed, something of the results already achieved, something of the life of the scholars and something of the spirit and aim of its faculty. It was on Saturday morning at half-past nine, at Pier No. 1. N. R., we stepped on board of the St. Mary's boat, where sat ten boys dressed in dark blue clothes. A few bags of bread were thrown in, the coxswain called out "up oars," "push off," "let fall," and we were moving over the waters of the bay towards the ship. The lads were hearty, well-made, with good countenances, and rowed with evident pleasure in the work.

On ascending the stairs we were conducted to the officer of the day, a bright, business-looking young man, and he in turn conducted us to Captain Phythian, the principal. We found him a gentleman in every sense of the word; in manner much like the best principals of our schools; taking evidently an ardent interest in the boys: no martinet, but a kind gentleman; refined and courteous, yet straightforward sincere and approachable; accessible by every lad as any good principal always is. We mention these things because many suppose the captain of a ship is iron-clad in his own dignity and importance, and deaf to anything but discipline. Captain Phythian held a professorship in the Naval Academy at Annapolis for five years and is probably the best man for the important position he holds.

The boys number 103 at present, there have been 160, but 26 we ascertained had left dissatisfied with the prospects before young sailors, and preferring to find employment that would give pecuniary results at once, and 29 had been discharged for various

reasons. This shows that the spirit of the school was not fully understood. A boy who has been on a yacht may suppose his life here will be something like it, and necessarily he is disappointed. The effect of such a school will be the reform of the merchant service; it will render sailor's life and occupation respectable. As it is now, our vessels are filled with an ignorant and depraved class.

The ship is about 150 x 40 feet, the upper deck is large and handsome, and is covered with a fine awning; on it are two recitation rooms with black-boards on its walls, on the next or gun-deck we found a number of formidable cannons arranged, and between them tables used for eating as well as for studying. On one side was the captain's cabin, and office; at one end the kitchen. On the lower deck, the officers' (teachers) rooms, a hospital and store-room; and here, too; are hung the boys' hammocks at night.

The daily course is in accordance with the following programme:—

5 o'clock, Rising hour; 5 to 7, Toilet and putting things in order; 7, Breakfast; 7 to 9, Recreation, 9 to 11-30, exercises in the seaman's duties; 11-30 to 1-30, Recess, and preparation for dinner; 1-30 to 4-30, School studies; 4-30 to 5-30, Recreation; 6, Supper; 6 to 9, Miscellaneous, such as bathing, slinging hammocks, etc; 9, Retiring

The school studies are Arithmetic, Geography, Grammar, Spelling, History, Writing and Seamanship. There are three grades. The highest has finished fractions and compound numbers, and read and write fairly, and have evidently been at school a good deal.

To enter, a boy must be in good health, *especially have a good moral character*, and have the consent of his parents. He can, on the request of his parents, be withdrawn. Corporal punishment is not allowed—the principal's own feelings as well as the Board of Education being opposed to it. He must deposit \$35, which goes toward his outfit, for the parents bear the expenses of clothes. The length of time required to finish the course, has been fixed at two years, but it is believed that some may do this in nine months; After the three months' cruise now projected, about fifteen will be graduated. And it is believed that every one of these will have places found at once for them on board merchant ships, where they will be paid wages, say \$8 to \$10 per month, and board. And as board in the city cannot be had for less than \$4 per week, these wages are equivalent to \$6, per week in the city. Thus it will be seen to be an *industrial or trade school* in which young men can quickly, pleasantly and cheaply learn the art of managing a ship—a trade or business by which they can earn an honorable living.

Our visit being on Saturday, we found the boys busy cleaning the decks. No housekeeper in the country "keeps house," cleaner than these young sailors. The paint was white, the brass bright, and all wore an air of comfort. The boys are well tanned, many discarded shoes, and on one lad's white leg a ship was gaily tattooed. The faces of these lads are interesting, none bear any external marks of depravity. We believe they are all of respectable parentage. There are twenty men, cooks, firemen, and sailors employed on the ship. There are four teachers, beside the accomplished principal, and a surgeon and all are well chosen for their important work.

The city has appropriated \$50,000 to carry on this *Sailor's School*, and it is done wisely, we think. When it is reflected how many lads have gone to sea and picked up a knowledge of ships from hard-hearted, profane and drunken captains and sailors, acquiring only more depravity than seamanship; when the number who have been beaten, kicked,

hounded about, sent on dangerous errands, half-starved and foot-balled in general, is taken into account, it will not seem strange that this great commercial city should propose to confer a moderate knowledge of ship-management in a decent and Christian manner, on its respectable youth. If other cities would do likewise, in twenty years our ships would be filled with fairly educated and thoroughly respectable men. The undertaking has been conceived in a wise and beneficent spirit, and under the management of those excellent gentlemen, Messrs. Wetmore, Matthewson, Seligman, Dowd and Vermilye. New York City will send abroad the best and most enlightened modes of labor on the sea as well as on the land.

By all accounts there was never a more brilliant college festival than that at Saratoga which culminated in the race of thirteen boat crews on Wednesday, and the victory of Cornell. The local committee seem, at last, to have hit upon the right idea in buoying the course so that each boat can or should keep on its own track and interfere with no one. The "salt water colleges" do not make a good show this year, Harvard coming in third, Yale sixth, and Brown eighth. Cornell and Columbia showed Harvard the way to the winning line, and the three, with Wesleyan and Dartmouth preceded Yale. Perhaps there is something in the habit of rowing in salt water which a fortnight's training in fresh water cannot correct. If this be so, it will be well for the salts to look out for a lacustrine practising ground if, as seems probable, the Saratoga course is to be permanently recognized as the place for the great inter-collegiate contests.—*Ch. Union.*

## THE NORMAL COLLEGE.

In the last JOURNAL we gave an account of the brilliant proceedings that marked the Commencement Exercises this summer; and intended to follow it with another which should give a more minute account of the contests of the pupils for the various medals and prizes. It certainly was a most notable thing, the clearing up of Fourth avenue that enabled one to see the long line of elegant carriages that reached up the avenue, and extended into the adjacent cross streets. It reminded us of Fourteenth street when the Academy of Music is to be the scene of an ovation to one of the Queens of Song. And we think we may infer that the rich and superior class of people begin to see that the Normal College is an institution of the highest merit, not only, but that they look to it as the very place where their daughters should be educated. In fact public education no longer means education for the poor public as has been supposed. It means the best education free to the public.

But as the beautiful scene has passed we will recur to it at this time not to continue a description that was necessarily dry, because we could present in our space the framework only of the exercises and transfer none of the colors, harmony or charming voices that gladdened every beholder, but to correct the error into which we had fallen of terming it the *Normal School* when by law its name is the *NORMAL COLLEGE*.

## WHAT PARENTS WANT OF SCHOOLS.

ONE of our most distinguished teachers says, that, in the case of two thousand or more boys who have passed under his care, no parent has ever forgiven him if he said, "Your boy is not quick or bright; but he is thoroughly pure and true and good." They did not forgive him for saying so, because they took it for granted that the goodness could be attained in any odd hour or so; but the brightness or quickness seemed of much larger importance. On the other hand—if the teacher said, "Your boy learns every lesson, and recites it well; he is at the head of his class, and will take any place he chooses in any school,"—nine parents, he says, out of ten are satisfied, though he should have to add, "I wish I were as sure that he was honest, pure and unselfish. But in the truth the other boys do not like him; and I am afraid there is something wrong." To that warning, he says, people reply, "Ah, well, I was a little wild myself when I was a boy. That will all come right in time." "Will come right," as if that were the one line of life which took care of itself, which needed no training; the truth being, that this is the only thing which does *not* come right in time. It is the one thing which requires eternity for its correction, if the work of time have not been eagerly and carefully, and with prayer, wrought through.—E. E. HALE.



## INKS.

All who have used, as we have for many years, the Thaddeus David's & Co.'s Inks, will support us in saying that they stand preeminently alone and unsurpassed by any other manufacture. Made with the strictest care, tested in ways that only a thorough chemist like Thaddeus Davids could suggest; this house has attained a world-wide reputation.

Mr. Davids, Sr. began the manufacture of inks in the city of New York in the year 1824, and during a half century devoted his time and energies to produce an ink that combines all the rare qualities necessary to constitute a perfect writing fluid. His sons and partners, Messrs. George W. Davids, David F. Davids, and John B. Davids, are active, wide-awake business men, keenly alive to everything that tends to place the firm at the head of this branch of industry. We were much interested by a late visit to their extensive warehouses, 127 and 129 William street, which has a storage capacity of over 20,000 square feet in area, and the goods, sold only at wholesale, are shipped to all parts of the world, but more noticeably to the Spanish-speaking countries, the Messrs. Davids, with characteristic enterprise, putting up their goods with Spanish labels to supply this branch of their trade.

One of the greatest triumphs attained by this house was on the occasion when their inks, after having been exposed on paper in the open air for seven months, from Aug. 14, 1855, to March 15th, 1856, to the action of the elements—wind, rain, sun, hail and snow—together with the best other kinds made in Europe and America, their's was the only inks that remained wholly unchanged in color, distinctness and tenacity. Whenever placed on exhibition they have invariably been awarded the prize medal over all competitors, and the number, both of medals and diplomas attest what can be attained by a lifetime devoted to one particular object. We were much surprised to learn that their famous black ink occupied six months in making and nine months before being ready for bottling, a fact, we think, not generally known. Though manufacturing inks in all their varieties to so large an extent, the Messrs. Davids are also makers of sealing wax, mucilage, wafers, notarial seals, &c. The first pound of sealing wax made in America was by the hands of the senior partner of this firm.

The house of Thaddeus Davids & Co. is reputed to be, and undoubtedly is, both the oldest and most extensive ink establishment in the world.

## OBJECTS, METHODS AND WORK OF EDUCATION.

BY S. S. RANDALL, LATE SUPT. PUB. SCHOOLS, CITY OF NEW YORK.

## NO. IX.

THE late eminent and distinguished Professor FRANCIS LIEBER, of Columbia College, the well-known author of the "Manual of Political Ethics," and other standard works on Political and Legal Science, and more recently an honored member of the Board of Education of the city of New York, in his "Political Ethics" thus clearly and comprehensively defines the objects of education: "The highest object of education with the moderns is, as all sound words of education state, the development of man, the cultivation of all his powers, and suppression of evil in him—the development of all that in each individual, which he was created capable of being. In short, the very highest object of education is the fullest and purest possible development of the individuality imprinted by the Maker upon each separate human being, to bring forth the genuine individual man, in his shape and character, removing all foreign, accidental, obnoxious adhesion, and thus, by raising true men, to raise true citizens for the State, and prepare man for his final destiny."

The celebrated Dr. CHANNING, of Boston, in a Review of Woodbridge's "Annals of Education" in 1837, says: "The true end of education is to unfold and direct aright our whole nature. Its office is to call forth power of every kind—power of thought, affection, will, and outward action; power to observe, to reason, to judge, to contrive power to adopt good ends firmly, and to pursue them efficiently; power to govern ourselves, and to influence others, power to gain and to spread happiness. Reading is but an instrument, education is its best use."

In substantial confirmation of the views here set forth, I add with great pleasure those of the Catholic Bishop of Orleans, Monsigneur Dupanloup, in his recent admirable work on the education and early culture of "The Child": "To form man and prepare him for the various social offices he will one day be called to fill on earth, by an education suitable to the vocation Providence assigns to him, his social position, his talents, and his particular tastes; to form man, gifted with intelligence, reason, and free will—

created for happiness—with his ordinary faculties and his individual qualities, such as society and religion require; to form man, above all, with a pure and powerful intellect in a vigorous and healthy body—*mens sana in corpore sano*—the man of sense, judgment, and taste; the man of heart; the man of character; the man of disciplined mind, of easy and clear utterance; the man of firm and upright will, according to the degree of sense, imagination, character, or genius, which is the stamp of his individuality; the man of enlightened faith and confirmed conscience—man such as God has created him, and Christ regenerated him; the man of his age and his country, in the wisest and happiest meaning of these two words. Such is the work education ought to accomplish; and it is by that it will form men for society, without endangering it or them, and have the power of producing in every step of the social hierarchy, men perfected according to the means and extent suitable to each."

"In what way to treat the body; in what way to treat the mind," observes Herbert Spencer; "in what way to manage our affairs; in what way to bring up a family; in what way to behave as a citizen; in what way to utilize all those sources of happiness which nature supplies; how to use all our faculties to the greatest advantage of ourselves and others; how to live completely? These are the functions which education has to discharge, and the only rational mode of judging of any educational course, is to judge in what degree it discharges such functions."

"While there shall still remain on earth," continues Bishop Dupanloup, in his eloquent peroration, especially addressed to teachers, "a creature of this race of whom God has said 'Let us make man in our own image and likeness,' the education of man will be the grandest of works, a providential and sacred labor, a task entirely divine, a priesthood. While there shall remain on earth intelligences which God has created, capable of knowledge and wisdom, capable of truth and light, capable of thought and memory, capable of science and genius, it will be beautiful, it will be praiseworthy, it will be divine to labor for the education, the intellectual elevation of such noble creatures. While there shall remain on earth a heart, a conscience, a character, a human will—it will be beautiful, it will be praiseworthy, it will be divine to mould them to the love of what is true and upright; to enthusiasm for what is noble, elevated, generous, to a holy passion for what is great and sublime. \* \* \* While there shall remain on earth one of those whom God has visibly created, in order to become by science and the love of natural and supernatural objects, the centre of creation, and to contemplate the heavens, \* \* \* it will be beautiful to teach him by what admirable ways he can attain, from the insignificant point he occupies on earth, to everything, even to the extremity of God's empire; study the most sublime mysteries of nature, measure with certainty the immensity of the heavens, penetrate even to the bowels of the earth, and from the grass and the flowers of the field which live but a day, and before dying humbly reveal to him their names, their species, their properties, and their virtues; ascend upward even to the sun, which is the measure of centuries and follow with his eye in the vast spaces of the firmament the path this, our own, planet blindly traverses. While there shall remain a son of man on earth, it will be beautiful, it will be praiseworthy, to teach him, above all, that it is by the noble alliance of knowledge with virtue, of literature with wisdom, of science with faith, of arts with religion, he can succeed in cultivating his faculties to the highest power of genius; to this power, by which the mind of man by a single thought embraces the universe, places himself on its ultimate limits, and looks beyond to this power of an almost divine activity, which bounds to the heights of the heavens, and descends again with rapidity to the depths of the abysses; which by the powerful glance of history embraces and rules every century, contemplates and judges the present, which is the measure of his passing existence, and plunges without terror into the centuries of an unbounded future."

## THE FATAL BALLOON ASCENT AT PARIS.

THREE aeronauts, Messrs. Sivel, Croce-Spinelli, and Gaston Tissandier, ascended from Paris in the "Zenith" to a height of 28,516 feet, which is the highest point ever reached by any balloonist who has survived to tell the story. M. Tissandier has written a full account of the perils which proved fatal to his two companions. The purposes for which this expedition among the clouds was undertaken were two-fold. First, the intention was to make some efforts to ascertain the condition of the atmosphere and its constituent elements at high altitudes. Every one knows that the air we breathe is an ocean in which the earth swims like a balloon, or rather it is a great spherical envelope surrounding the height of 45 or 50 miles on every side, and accompanying our planet in its annual journey through its orbit around the sun. Another thing which is familiarly

known to us is that this atmospheric ocean which surrounds us is elastic, compressible, and possessed of appreciable weight. The surface of the human body being reckoned at 15 square feet, the atmosphere exerts upon it a pressure of 33,000 pounds or more. These and many other things are well known in regard to the atmospheric ocean which rolls around the earth its invisible transparent waves, and subserves so many useful purposes known and unknown to man.

What is not so well known is the modification which the air undergoes in its upper strata. It is composed of several ingredients, oxygen being the vital part diluted by other elements, the chief of which is nitrogen, with a small amount of carbonic acid gas, aqueous vapor, and various terrestrial emanations. On the surface of the earth the constituents of the atmosphere do not show very much fluctuation. In 100 parts of air 20 parts will be oxygen, 79 nitrogen, and the rest will be composed of the minor and miscellaneous ingredients. One chief purpose of Tissandier's balloon ascent was to learn something about these miscellaneous elements which constitute so small a fraction of the air we breathe.

But this was not all. Tissandier and his friends wished also to watch its effects on the human organism. They had thus two general questions before them. First, how does the atmosphere change in its composition as we ascend to great altitudes, and measure the amount of carbonic acid, earthy vapor and aqueous emanations, etc.; and secondly, how is the human organism affected by the changes of this kind, and by the diminished vitalizing power of the air in the more elevated layers of the earth's atmosphere.

Besides these there was a third question as to the rarefaction of the air, and the organic effects of the diminished pressure on the lungs and other organs. This inquiry was inestimably important, though it seems to have attracted scarcely any notice from Tissandier and his friends. Their whole attention was absorbed by the other interesting and curious questions to which we have referred. They appear to have been much more eagerly on the watch for the disappearance of all traces of terrestrial vapor, or for the varying percentage of carbonic acid, than for the more important evidence as to the diminution of the pressure of the air, or to the effects thus produced on the sensitive organism of the body and the exquisitely sensitive and delicate forces engaged in the aeration of the blood. For this neglect, perhaps, they paid the penalty with their lives.

A few words will make this clear. The pressure of the atmosphere on the human body is as we said 33,000 pounds at the surface of the earth. This is the exterior pressure to which are adjusted all the interior forces of the body—all its tissues and all its vessels. Ever since the publication of the discovery of the blood by William Harvey, in April 1616, the human body has been considered as a great hydraulic machine, curiously adapted in its several parts to resist the pressure of the atmosphere from without and of the fluids from within. Now the pressure of the exterior atmosphere, as we have said, amounts in the aggregate to 33,000 pounds on the body of a man of average size. If we diminish the weight of the atmosphere one-third, so as to reduce the pressure on our body to 22,000 pounds, it is easy to see that the conditions of the equilibrium in the hydrostatic apparatus of the body will be seriously deranged. Much more may this result be feared, if we reduce the pressure to one-third of its normal amount, which is precisely what Tissandier and his ill-fated companions did in the aerial journey which proved fatal to two of them. It would, perhaps, have been equally fatal to the third if he had not previously fainted, in consequence partly of his want of food. He entered the balloon fasting; and Nature, by this conservative swoon, prostrating Tissandier in a syncope state, not only deprived him for the time being of sense and motion, but what was of infinitely more importance, diminished the interior pressure within the walls of the hydraulic system of his body. The respiratory movements and the pulsations of the heart becoming partly or entirely suspended, the delicate walls of the vessels it is evident would be put to a much less severe strain.

Tissandier's memoir is as follows:

"On Thursday, 15th of April, 1875, at 11:35 A. M., the balloon 'Zenith,' ascended from La Villette, near Paris. In the boat were seated Croce-Spinelli, Sivel and myself, with the instruments necessary for our observations. At 3:30 P. M., after having twice passed the height of 26,247 feet—Sivel and Croce-Spinelli were found inanimate in the boat. It devolves on their fellow-traveler to close for a moment his heart to grief, in order to report the facts collected during the expedition. As to the thermometer, the record is as follows;

## THERMOMETRIC REPORT OF THE ZENITH.

Time.	Alt. feet.	Temperature.
11:35 A. M.	—	57° F.
—	2,598	46
11:40 A. M.	4,157	46



Time.	Alt. feet.	Temperature.
—	10,499	33
12:15 P. M.	12,133	35
—	14,393	32
12:51 P. M.	15,420	32
—	17,093	23
1:05 P. M.	19,229	23
—	21,982	17
1:20 P. M.	22,966	14
—	24,278	12
—	26,247	—
—	28,215	—

\*Tissandier has omitted the precise time at which eight of the above 14 observations were taken. The reader can, if he chooses, supply an approximate estimate of the probable time of each observation.

"We had determined by means of the thermometograph the interior temperature of the balloon. At 17,388 feet, the gas of the balloon was at 73° F. Beyond the altitude of 26,247 the temperature of the inside of the balloon showed no change, but remained throughout the excursion at 78° F. These new facts about the temperature explain the rapid ascent of balloons in elevated regions. They also explain why a balloon descends so rapidly although it traverses layers of air which become more and more dense. The temperature of these layers of air increases from above downwards; while the temperature of the balloon remains almost unchanged, which tends to diminish the force of the ascent. As to the physiological observations which we collected they are as follows:

#### PHYSIOLOGICAL OBSERVATIONS ON THE ZENITH.

Time.	Alt. feet.	Observations.
12:48 P. M.	15,099	Tissandier 110 pulsations a minute.
12:55 P. M.	17,093	Croce temperature of mouth 99° F.
1:03 P. M.	17,389	Croce 120 pulsations a minute.
1:05 P. M.	17,389	Tissandier 26 inspirations a minute.
1:05 P. M.	17,389	Sivel 155 pulsations a minute.
1:05 P. M.	17,389	Sivel temperature of mouth 100° F.

"The spectroscopic observations were conducted by Croce-Spinelli. The result obtained are unknown to me. Croce, however, cried out when we were above 5,000 meters: 'There is now a complete absence of the bands of aqueous vapor.' The atmosphere was on the 15th of April in a peculiar condition. At 4,000 meters we reached the edge of a grand sheet of light *cirri*. At 7,000 meters the boat was surrounded by a vast circle of more compact *cirri*, which had the appearance of crystalized solids. At 7,500 meters the sky appeared to us of its ordinary blue color. Till we rose to 7,000 meters none of us had felt in any alarming manner the influence of atmospheric depression. At 6,500 meters Croce and Sivel were pale, and the latter who was of a sanguine temperament, closed his eyes for a moment. But on reaching 7,000 meters we inhaled several times the prepared air of M. Limousin. This air contained 70 per cent. of oxygen mixed with 30 per cent. of atmospheric air, which are the proportions indicated by M. Bert. The inhalation of this vitalized gas revived us.

"At the altitude of 7,000 meters we were all motionless at the bottom of the car, and were certainly bereft of sense. It was at this altitude that Sivel emptied three sacks of ballast to reach and pass the height of 8,000 meters, as we had previously agreed to do. According to my best recollection the state of senselessness in which we found ourselves had in it something peculiar. The body and the mind became weakened, little by little, without our being conscious of the change. We did not suffer any pain. We did not think anything of the peril of the voyage. We ascended, and we were happy to ascend. The vertigo of elevated regions no longer seems to me to be a word without meaning. After a while I found myself so weak that I could not turn my head to look at my companions. Soon afterward I wished to lay hold of the oxygen tube, but it was impossible for me to raise my arm; still my mind was quite clear. I kept my eye on the barometer, which soon reached the figure 280 and passed it. I wished to cry out, 'we are at 8,000 meters,' but my tongue was paralyzed. All at once I closed my eyes and fell helpless, losing absolutely all remembrance. It was about 1:30 P. M.

"At 2:08 P. M. I awoke. The balloon was descending. I emptied a sack of ballast to diminish the swiftness of the descent. I was able to write in my note-book a few lines. The barometer showed a pressure of 315, which indicated 7,059 meters, and the temperature was 18° F. It was I believe about 2:20 P. M. that a tremor seized me and I swooned again. The wind from below upward was violent, and indicated a precipitate descent. A few minutes after-

ward Croce-Spinelli awoke, shook me by the arm and said we must throw out some ballast. He threw out some himself. The balloon was impermeable and hot, and it rose again to the high regions which we had left. The proper course would have been for us to have opened the valve; but none of us had strength enough to do it. At 3:30 P. M. I awoke again at the height of 6,000 meters. Croce-Spinelli and Sivel had ceased to live. Both of them, especially Sivel, were black in the face, their eyes were half closed and dull, their mouths half open, dry and bloody, their lips swollen, their hands cold.

"The descent was made at Ciron, 150 miles from Paris, after a journey of four hours and a quarter. From the pilot indicators dropped from the balloon, and sent to Paris by those who picked them up, I learned that the 'Zenith' did not deviate from a straight line, but was impelled steadily in one direction up to the height of 8,000 meters.

"Two questions suggest themselves from this narrative: First, what was the height reached by the balloon? and secondly, what was the precise cause of the death of Sivel and Croce-Spinelli? The first of these questions may be to-day regarded as settled. By means of the delicate apparatus invented by M. Janssen, and used by Sivel and Croce-Spinelli in 1874 at the height of 7,300 meters, the most accurate results are obtainable. On the present occasion the smallest pressure registered was 264 to 262, which indicated a maximum height of 8,540 meters to 8,600 meters. The Aneroid barometer corresponded to these indications; for at the moment of my finding it at 8,000 meters the indicator was rapidly rising, and I believe that we reached the altitude of 8,600 meters at our first ascent, after which both my companions and certainly Sivel, were still alive. They were struck with death when the balloon had reached for the second time the high altitude which it had just left, but which it could not rise beyond on account of its volume and weight.

"As to the second question, it seems to me certain beyond doubt that the death of my unfortunate companions was the consequence of the atmospheric depression, and of their double and long stay in the regions of rarefied air. The fact that during the ascent the air was particularly dry must also, no doubt, be regarded as exerting a mischievous influence. It may be asked what is the cause of my surviving. I owe my life probably to my lymphatic temperament; perhaps to my complete swoon, in which the respiratory functions were almost arrested. I believe that Croce-Spinelli and Sivel would have still been alive, notwithstanding their long sojourn in the elevated regions to which we penetrated, if they could have inhaled the prepared oxygen gas. But they, like myself, suddenly lost the power of motion and were unable to grasp the vitalizing tube on which perhaps their lives depended; but these honorable pioneers of the great army of science have sacrificed themselves to lay open to future investigation new territories of knowledge. These soldiers of science, in dying, point their fingers to the perils of the journey, that we may know as we follow how to prevent these dangers."

Such is the memoir of M. Tissandier. He gives some details of previous balloon ascensions, which with other matters our space compels us to omit. Future balloonists are not likely to be rash enough to attempt scientific explorations in such high and dangerous regions of the atmosphere for the ordinary purposes of legitimate science. The lower layers of the atmosphere are infinitely more important than those layers which are more remote. It is well known that at the height of 18,480 feet the balloonist has passed through one-half of the substance of the atmosphere, and at 27,720 feet he has above him just one-third of the atmospheric pressure which exists on the surface of the earth. The "Zenith" seems to have risen to the height of 8,600 meters, or 28,216 feet. At this altitude, even could it be tolerated by man without the risk of instant death, the conditions of atmospheric pressure are so widely different from those which exist on the habitable surface of the earth, that it is hard to see what useful purpose could be fulfilled by any observations there conducted. At any rate it is demonstrated that such explorations are as impossible as they are useless.

#### EDUCATION AT THE CENTENNIAL.

AN important question is now before teachers and school officers that is worthy of a careful consideration. In what way shall the education of the country be exhibited at Philadelphia, in 1876? Every state has an interest in a work of this kind, and there should be an organization of educators to present the results of their own and their predecessors work. Our excellent Commissioner, General Eaton has submitted some general views of value as to the scope of the Exhibition, and there is now needed a settling down on certain practical ends within reach of every state and city.

#### BUILDINGS.

There should be an exhibition of the most convenient and elegant public school building. Not the most costly, but

the best ones costing \$5,000, \$10,000 and \$25,000. Especially the best methods of heating and ventilating at a moderate expenditure should be exhibited. It will be possible for many principals to have a hand in this work; a neat drawing made of a neat, perfectly convenient and tasteful school edifice will be seen and it will be the active means of producing others. The fear is, that those only of the gaudy, stilted, and over-done architecture, (and there are an abundance of these) will be made conspicuous.

#### FURNITURE AND TEXT BOOKS.

These will be abundantly exhibited by those who manufacture them and occupy a prominent place; it is to be reflected however that they are not high evidences of our progress. It would prove advantageous if certain statistics could be given. When a text-book was published, by how many pupils used, etc. And as to furniture, style, cost, and how extensively used. But as neither buildings, furniture nor text-books can express our educational condition, we must secure the real exponents of our state if possible.

#### THE WORK OF PUPILS.

The productions of pupils in the various schools should be given—the penmanship, drawing, map-drawing, and every other visible representation of a pupil's knowledge, with age, length of time in school, and name of teacher. We would suggest that Commissioner Eaton appoint a suitable committee, that should prepare suitable questions in the various branches, to be submitted to all the pupils who will apply for them, to be answered in writing, and certified to by the teacher. These questions and the replies (above a certain percentage) should be arranged in suitable portfolios where they can be inspected by visitors. We think there could be such restrictions placed around the pupils that the results would be reliable. Thus maps could be required, definitions asked, test-words spelled, problems solved, historical data given, word-relations denoted, and compositions written. On certain days in November next, these could be sent to the appropriate examiners in the state, and the best sent on to be arranged for the Exposition. The examination of these original papers would give a better idea of the general condition of the older or Grammar grades of pupils of our country than any other device.

It would in effect be a General Examination of the country by the worthy Commissioner of Education and an exhibition of its results.

There are many suggestions that might be made, but we content ourselves for the present with the above brief outline, of what may be done at the Centennial, in behalf of Education.

#### BROOKLYN PUBLIC SCHOOL No. 24.

This school-house is on Bushwick avenue, is a very large and imposing structure, and the internal appointment are of the very best. The rooms are large and lofty, well-ventilated and light, and the teachers very intelligent-looking.

The exercises began at 10 o'clock, in the Intermediate Department.

The exercises in this department closed with the presentation of some thirty books to as many scholars (boys and girls), as prizes for scholarship and good behavior.

The visitors were then requested to ascend one more flight of stairs, to the Grammar Department, where the exercises were at once commenced under that most amiable gentleman Principal A. G. Merwin, and comprised quite as large a programme, as did that of the Intermediate Department, and as well sustained.

Some 50 six-months' certificates were distributed among the scholars of this department, together with about 30 elegant bound volumes, which were received with beating hearts and joyous faces by the young recipients, a joy which was reflected in the eyes of the happy parents who were present to witness the triumphs of their children.

The books in both departments were the gifts of the Hon. George C. Bennett.

Next in order was the presentation, to Miss Sarah Stillson, of a beautiful engraving; then a fine bound volume of "The Poets of the Nineteenth Century" was presented to Miss M. C. Hardin; followed by the gift of an elegant morocco-bound album to Miss McEachron. Mr. Martin the retiring Chairman of Trustees received a very handsome basket of cut flowers, in the centre of which was snugly secreted a small box, containing a massive and elegant gold-watch-chain.

Mr. Martin briefly and feelingly replied, thanking the donors for the token of their esteem.

The Rev. Mr. Walsh, in a brief address, advised the pupils to be true and aim high, and never to weary in well doing. That "No. 24" may continue to hold its proud pre-eminence is the sincere desire of

Yours, etc., J. T.



## PUBLISHERS' DEPARTMENT.

It is a pleasure to-day to call the attention of the teachers who read this JOURNAL—their number is large for they are in every state and territory—to the advertisements of the publishers of school-books, apparatus and furniture.

D. APPLETON &amp; CO.

The incessant demand for Youman's new "Chemistry," since its first announcement some months ago, is evidence of the existing need of more modern treatises on this subject, and of the confidence reposed in the author on scientific themes. Another interesting and valuable accession to their list of text-books is Prof. Morse's "First Book of Zoology." This work is entirely original and unique in all particulars, and will meet a want in this branch. Since the death of Agassiz, Prof. Morse undoubtedly stands foremost among American naturalists, both as an instructor and an investigator. Other important new works are Youman's "First Book in Physiology," Quackenbos's "Higher Arithmetic," "History of the World," by Dr. John D. Quackenbos, the new Science Primer volumes, "Physiology" and "Astronomy," "History of Germany," by Bayard Taylor, and the fourth and last series of Krusi's "Graded Course of Reading."

SHELDON &amp; CO.

The books of this firm are well designed to give permanent satisfaction. The mathematical works of Prof. Olney are very practical and thorough, and are liked by the teachers. Long's "New History of the United States," Bayard's "History of English Literature," and Baker's "New Physiology" are well-known text books.

SCRIBNER, ARMSTRONG &amp; CO.

This firm have four valuable series; Gayot's,ographies, Sheldon's Readers, Felter's Arithmetic, and Cooley's Physics. The authors are scholars of eminence, and the books are practical and remarkably popular.

E. S. BITCHIE &amp; SONS.

As manufacturers of the best apparatus in America, this firm has long been noted. We heartily commend them.

HADLEY BROTHERS &amp; CO.

The two lessons in language by the western men have been reviewed. And we here add that they are books of the highest merit, and deserve examination by the live teachers of our day.

A. S. BARNES &amp; CO.

The books published by this firm have met with great favor by the teachers. They were among the first to adopt the "small book" plan, and the sale of enormous quantities of the Fourteen Week's Series has justified its judgment.

ROBERT PATON &amp; SON.

The furniture of this firm commends itself by its honest materials. It is found everywhere, and it always gives satisfaction.

O. D. CASE &amp; CO.

What has been said of Mr. Paton is equally true of this firm.

COLLINS &amp; BROTHER.

The list published by this firm contains eminently good books. If other books may be used by the pupils the teacher does not feel satisfied unless he owns many of these for reference; some are as indispensable as Webster's Dictionary.

HURD &amp; HOUGHTON.

We commend every one of these four books as a personal knowledge of their value.

J. C. MCCURDY.

The Gazetteer published by this firm is one that school officers should buy for the teacher's use.

POTTER, AINSWORTH &amp; CO.

We think the new firm will find great favor. We heartily welcome them to our pages because of their valuable list of books in Penmanship, Drawing, Physics, Latin, Greek and French, and we believe the schools of the country will welcome them also.

THE NATIONAL SCHOOL FURNITURE COMPANY are manufacturing many new and improved patterns of school desks, and we would advise all who are in quest of school outfits to examine them. The house can supply a great variety and elegant styles.

UNIVERSITY PUBLISHING CO.

We recognize among the advertisements of the present issue, the new series of Geography by Commodore Maury. These works have an excellent reputation as being among the leading school books of the times, and as possessing merits that entitle them to the attention of every teacher and the admiration of those who can appreciate beautiful and well-made books.

## School and College Directory.

PERSONS answering any advertisements in this periodical, will please state that they saw the advertisement in the NEW YORK SCHOOL JOURNAL. This will be esteemed a favor both by advertisers and the Publishers of the JOURNAL.

EDUCATIONAL BUREAU, 27 Union Square, New York. Teachers furnished with schools and schools with teachers. Send stamp for circular. Julia M. Thomas, Secretary, Anna Randall Diehl, Manager.

FRENCH'S COLLEGE, 308 Fulton St., Brooklyn. Business, Telegraph and English Depts. Connected with regular telegraph lines.

PRIVATE MUSICAL INSTITUTION FOR SOLO and Concert, Playing on the Piano, Violin, Cornet, Flute, etc., and in Singing, Harmony and Sight Reading. Preparing for Musical Entertainments at Private Circles and School Institutions, from Two to Twelve Performers.

For any Arrangement also during Summer Season, address GUSTAV HEYNER, 703 Lexington Ave., N.Y.

ALBANY MEDICAL COLLEGE of Union University. For information address Dr. J. V. Lansing, Albany, N. Y.

BROWNE'S BUSINESS COLLEGE, and Academy of English Branches, 293 and 295 Fulton Street, Brooklyn. Established 20 years. Private Lessons in all Branches. Ladies Department separate. Practical Business Department. Students prepared for the Counting House, &c. Practical Surveying, &c.

BRYANT & STRATTON, BUSINESS COLLEGE, 40 Court St., Brooklyn, opposite City Hall. Students can enter at any time. Call or send for circular. C. CLAGHORN.

CIVIL ENGINEERING SCHOOL, of Union College. Thorough course. Field Practice. Address Prof. C. Staley, Schenectady, N. Y.

COLLEGE FOR YOUNG LADIES, Bordentown, N.J. For catalogues, address Rev. J. H. Brakely, Ph. D.

HUNGERFORD COLLEGIATE INSTITUTE. Thorough preparation given for any College or Polytechnic School, or for West Point. Apply to A. B. WATKINS, Ph. D., Adams, N. Y.

MASSACHUSETTS AGRICULTURAL COLLEGE. W. S. Clark, President, Amherst, Mass. Send for catalogue.

NEW YORK CONSERVATORY OF MUSIC, No. 5 East 14th St., near Fifth Ave. Brooklyn Branch, 102 to 106 Court Street. Open daily from 9 A. M. to 5 P. M. Private and class instruction.

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We have looked over the August *School Bulletin* with pleasure. It is full of news, and is edited with zeal and ability. Its publisher, Mr. C. W. Bardeen, is a gentleman who takes a deep interest in education, and although he modestly puts forward other men as the editors, his is the untiring brain that compounds the mixture that becomes, after the printer has put his tawny hands upon it—the *Bulletin*. May he see good results flow from this labor.

THE *National Teacher's Monthly* for July is an excellent number. It is a paper that does credit to its editor. It is both earnest and dignified. A. S. Barnes & Co. are to be heartily congratulated on the fair tone of criticism always found in it.

THE *School Ship St. Mary* has gone on a cruise up the Sound.

PROF. JAMES JOHNNOT has returned from Missouri—Warrensburg Normal School, and is now at Deposit.

THE Bryant & Stratton Business Arithmetic, Albert Mason, Publisher, is the most thorough and complete work of its kind, published. It has recently received a thorough revision and correction, and is a most valuable and important text book.

Although specially adapted to Commercial Colleges it cannot fail to give satisfaction in all the higher grades of schools, and should be in the hands of every teacher as a book of reference.

A System of Questions on Geography by David H. Pierson, and (same publisher) challenges attention as a very useful assistant in the mastery of that most important branch of study. It is spoken of in terms of warmest praise by teachers who now use it.

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FIG. 1.



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FIG. 2.



FIG. 3.



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Thus rich girls must make work fashionable if it is to be honored. Were it understood that the daughters of Dives had become accomplished milliners, or dressmakers, or telegraphers, or type-setters, or teachers, or book-keepers, or florists, and were proud of their competence, the daughters of Lazarus would rush to perfect themselves in like attainments, and would exercise them to their profit and pleasure. It is, it is not indolence, it is not incapacity, it is not carelessness of the ceaseless toll of the over-worked father and mother, which keeps our girls of genteel families from openly and gladly earning their own bread. It is the feeling that a working-woman loses caste. Out of this false estimate of things grows not only that hollow life of shabby gentility which distorts the character of all who lead it, but the habit of mind which regards marriage as a provisional arrangement, a bargain which guarantees board and clothes on the one side for an indefinite *quid pro quo* on the other.—*Harper's Bazaar.*

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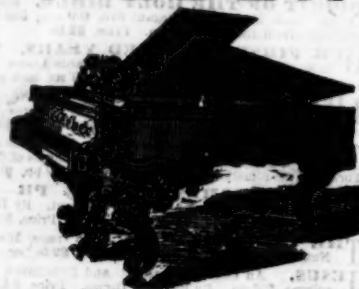
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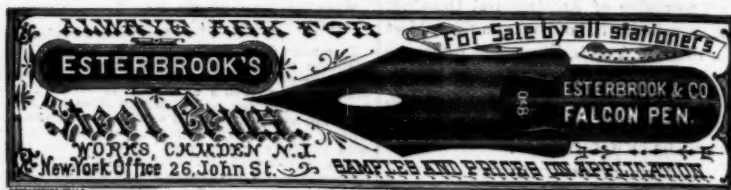
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